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ABSTRACT

A report to describe the status of a special education program is presented. The program provides special instruction and services for students in the six schools of Troy, Alabama. Participating students receive instruction in home economics and shop and take part in a sheltered job program. The thesis of the program was that all children have potentialities for becoming contributing members of society and that it was a primary function of education to help them realize these potentials. There were eight special education classes in the Troy City System - two on the primary level, two intermediate, two junior high and two senior high classes. Objectives involved the training of local area teachers, use of local facilities, and development of an innovative approach in a Special Education Program. Students needs were fulfilled through counseling, placement, testing, orientation, and inservice education for staff members. Results and a case history are presented. (CK)

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EVALUATION OF THE TROY SPECIAL EDUCATION PROJECT 1971-72

Troy City Board of Education
Troy, Alabama
Dr. John Shelton, Superintendent

By
Mrs. Virginia Greer, Director
Special Education
May, 1972

PREFACE

This report is the third attempt to examine the Troy Special Education Title III Project. It covers the third and final year of operation (1971-72). The main focus is a comparison of the three years of operation with emphasis being given to recommendations made during the 1970-71 evaluation.

Appreciation is due the special education teachers, Mary Jackson, Vocational Counselor, and Maggie Shelton, Secretary, who worked untiringly in compiling material for this report.

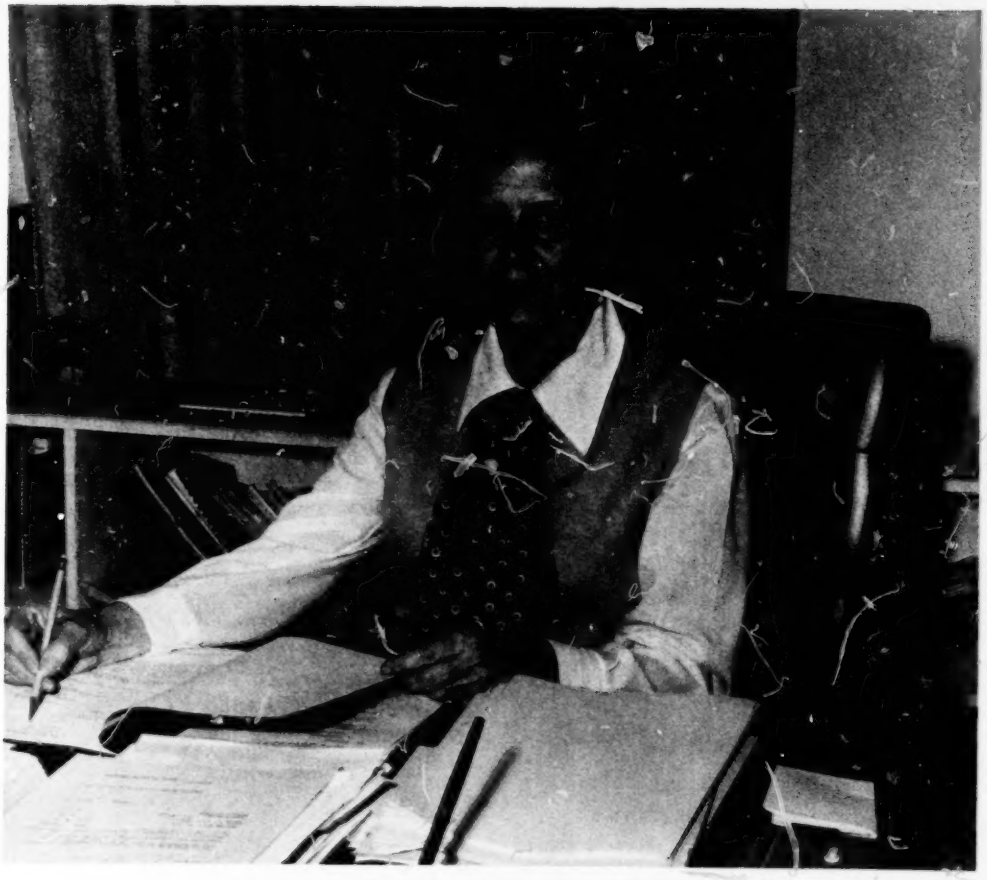
A special thanks goes to Dr. John Shelton, Superintendent, and the Troy City Board of Education for their tremendous support during the entire project.

Mrs. Virginia Greer
Troy, Alabama 1972

The end of this school year signifies the period of time allocated for the Troy City Board of Education's ESEA, Title III project to expire.

The Special Education staff of the Troy City Schools, with the cooperation of the Alabama State Department of Education, the University of Alabama's Special Education Department and the Division of Vocational Rehabilitation have certainly cooperatively developed an outstanding program for children with exceptionalities. This program has received wide coverage and developed a number of unique pieces of instructional materials which will be available to use as guides for years after the project has expired.

Mrs. Virginia Greer has directed this project through its



The Troy City Schools Special Education Program is a separate and distinct curriculum tract. Ability to perform, physical size, chronological age, social adjustment and mental age are determinate factors in class organization. Sequential steps of progress are utilized rather than the twelve traditional grades of the public schools. A child may enter this program at the age of six, when he becomes eligible for public school attendance, and follow it until he graduates from the program.

The Troy City Board of Education believes each individual should have an opportunity to function in a school setting appropriate to his ability. The special education program attempts to provide this setting for the "special children" in the Troy City Schools.

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I INTRODUCTION

This evaluation report was designed to describe the status of the Troy City School's Special Education Program which was funded cooperatively by Title III, Elementary Secondary Education Act grants and the Alabama Vocational Rehabilitation Service. The program provides special instruction and services for students in the six schools in the city. Special education students participating in the program received home economics and shop experiences on the junior high school level and were placed in sheltered jobs on a part-time basis when they reached the senior high school level.

A comprehensive in-service program included monthly workshops with released time for project teachers, field trips to observe similar programs in operation as well as additional college courses for teachers working toward certification in the field of special education.

A vocational counselor has worked with Alabama Vocational Rehabilitation personnel in conducting a community survey of job opportunities for these students. High school special education students were placed in carefully selected job situations and supervised by project personnel and Vocational Rehabilitation field workers.

II SPECIFICATION OF THE PROGRAM

Philosophy Behind the Program

When a board of education accepts the responsibility for the continuous and ongoing process of education for all children and youth, there must be programs within the system adapted to meet the needs of children with lesser capabilities. To merely say that comparable opportunities will be provided for these children is not enough. Ways and means of giving these children the experiences necessary will always prove to be a challenge. However, one only needs to get involved in this area of education for a short while to experience the tremendous rewards from working with these children.

The Troy City Board of Education was committed to the thesis that all children have potentialities for becoming contributing members of society and that it was a primary function of education to help them realize these potentials.

It was with this thesis in mind that the Title III Special Education Program of the Troy City Schools had its beginning. The program was a separate and distinct curriculum tract. Ability to perform, physical size, chronological age, social adjustment and mental age were determinate factors in class organization. Sequential steps of progress were utilized rather than the twelve traditional

grades of the public school. A child may enter this program at the age of six, when he becomes eligible for public school attendance, and follow it until he graduates from the program.

Subject Matter

There were eight special education classes in the Troy City System - two on the primary level, two intermediate, two junior high and two senior high classes.

All junior high students were scheduled for home economics and shop instruction on their level. Only special education students were enrolled in these classes. They participated in the regular school physical education program. Music was provided through a resource teacher who worked only with the special education classes.

Students enrolled in the physical education classes of Troy State University assisted special education teachers with their physical fitness programs. They also helped ready students for participation in the Southeast Alabama Special Olympics. Troy City Schools have participated in this program for three years.

The special education students of the Troy City Schools competed with children from eleven other school systems and were winners of twenty-seven first, second, and third place ribbons. Most of these winners also participated in the Alabama Special Olympic Program in Birmingham. Three winners in the state meet participated in the International Olympics in Chicago. They won first and second place ribbons and medals at the international meet.

Senior high students were enrolled in the regular home

economics and shop classes where they received careful supervision. One instructor worked out a "buddy system" where an advanced student assumed the responsibility for helping and supervising a special education student. The ROTC personnel at Charles Henderson High School taught one special class for the boys enrolled in the special education program at that school.

As an example, the subject matter for the home economics phase of the program was organized around units of work. During the first four months, units have been taught in the areas of: (1) teenagers and their families and communities, (2) learning to enjoy and care for children, and (3) arts and crafts in home living. In evaluating, the areas of "Arts and Crafts in Home Living" has been the most successful thus far. Two units, (1) learning to embroider and (2) learning to make Christmas decorations for the home, were included in these areas of study. These students had a particular need to learn to develop skills with their hands, see a project through to it's completion, and enjoy the feeling of accomplishment and success. In these units these objectives were accomplished.

In the area of "Learning to Enjoy and Care for Children" the following units of instruction were taught: (1) understanding the obligations of a baby-sitter, and (2) learning how to care for an infant and toddler. These units were very popular with the students. They particularly enjoyed learning to bathe a baby, dress a baby, and sterilize bottles. Since we have completed these units, many students have reported of their own experiences as baby-sitters.

The following units were taught in the areas of "Teenagers and Their Families and Communities": (1) developing an understanding of self, family and friends, (2) improving personal appearance, (3) living in the family, (4) dating as preparation for marriage, and (5) learning procedures in applying for and succeeding on the job.

A Materials Center, where a variety of special education materials and equipment are located, was housed at the Oakland Heights School. An inventory of all available equipment and materials has been provided each special teacher. Arrangements have been made so that these teachers may have access to the materials on a scheduled basis. Included are filmstrips, records, cassettes, tapes, books, duplicating materials, prepared duplicator masters, television cameras, video tape recorders, individual audio-visual carrels, and other daily supplies.

Each special education classroom has been equipped with a record player, tape recorder, overhead projector, filmstrip projector, screen, projection stands, blackout drapes, and sufficient materials and supplies so that stimulating instruction can be planned daily.

Objectives

Objectives involved the training of local area teachers, use of local facilities, and development of an innovative approach in a Special Education Program. The emphasis was placed upon building

a program supplying skills and competency commensurate with the ability of each student. The objectives are listed below:

1. to provide school activities and learning experiences which would be tailored to the individual needs of the retarded child.
2. to emphasize the learning experiences necessary to enable the student to take a role in our society as a productive member.
3. to use all school facilities and present personnel to the maximum extent possible in enhancing the program provided mentally retarded children.
4. to develop an early readiness on the part of the student in accepting his own potentiality, developing techniques of social adequacy and preparing himself to enter our economy as a wage earner and producer.
5. to provide additional classes and services for children who have been identified as eligible for placement in special education classes.
6. to add other staff members necessary to implement a sequential program from elementary through senior high school.
7. to provide in-service training for local and area special education teachers.
8. to establish an innovative and exemplary program of special education at all levels through which other

school systems might gain insight into the type program necessary to successfully accommodate the problems of a mentally retarded child.

Instructional Procedures

Some of the special needs of the students were being fulfilled as shown by the following examples: counseling; placement; testing; orientation of students; in-service for staff members; counseling with students, parents, and staff members; and consultative service.

Supporting community agencies such as: State Employment Service, Public Health Service, State Welfare Service, State Rehabilitation Service were actively supporting the Troy Special Education Program. As an example, the Alabama State Rehabilitation Service has contributed substantial funds toward the implementation of the project. These funds have been used mainly to purchase materials and to pay the salaries of the home economics and shop instructors.

Special needs of students were fulfilled through individualized instruction, the use of audio-visual aids, books, duplicating equipment, counseling by classroom teacher, the vocational counselor and testing.

Other areas in which special needs were fulfilled were in the practical arts curriculum. This curriculum included:

Home Economics

Child care
Mending clothes

Sewing
Menu planning
Budget planning
Cooking
Personal hygiene
House cleaning

The foregoing examples of training may conceivably lead to employment as maids, waitresses, cooks and like occupations.

Vocational Shop

Wood working
Maintenance and repair on small tools
Housewhole appliance repair
Simple electrical repair
General home repair

The foregoing examples of training may conceivably lead to employment as carpenter's helpers, maintenance workers, painter's helpers and other related occupations.

All male students participating in the Special Education Program are taught the care and maintenance of lawns and shrubbery and simple gardening. These students are taught to operate lawn mowers, garden tractors and related equipment.

Teacher Characteristics

As shown in Chart 1, eighty per cent of the teachers in the project have taught five years or less. One teacher has taught more than twenty years.

Chart 1

Teachers by Years of Experience
In the Classroom

Number of Years Served	Teachers	Per Cent
0-5	8	80
6-10	1	10
11-15	0	0
16-20	0	0
Over 20	1	10

Student Characteristics

As shown in Chart 2, the students range in ages from eight to nineteen. The largest number range from ages thirteen to seventeen.

Chart 2

Number of Students in Program

Age	Number of Students
19	1
18	4
17	8
16	17
15	18
14	13
13	15
12	11

(chart continued)

Chart 2 (con't.)

Age	Number of Students
11	12
10	11
9	4
8	4
7	0
	118

Community Setting

Several groups of people contributed special efforts in originating the project. Included in these groups were persons representing Special Education; Title III, E.S.E.A.; University of Alabama; and the Troy City School System. Many of the foremost ideas for a program of this nature originated with the principals and special education teachers in the Troy City School System.

Troy, with a 1960 population of 14,000, may be depicted as a typical rural Alabama town. Its economy is largely dependent upon cattle, timber, farm produce, garment manufactured produce and other small industry. The only exception to this general summation is Troy State University and the Baptist Children's Home.

The Troy Chamber of Commerce indicated that 59.8 per cent of the population had an income of less than $3,000. The median family income was approximately $5,544 per year.

Troy is composed of people who are native born, who believe in an honest days work, who believe in and support the public

school system and believe in and support the American government. The families are stable as shown in the low divorce rate and in the low mobility rate.

The average grade completed for the population of Troy was 8.28 which was a full grade below the state as a whole, which was 9.1. Forty per cent of the high school graduates of the Troy School System attend college.

Troy is one of the oldest towns in Alabama, therefore, 50 per cent of the housing is more than 25 years old. Very few homes are in a dilapidated condition which reflects the pride of the people in the community. One significant factor regarding housing is that few homes are built and have been built in the past five years.

Troy has an excellent recreational program as shown by the number of programs in existence for youth of the community. Examples of the types of programs include swimming, football, basketball and baseball.

All schools in the system were accredited by the State Department of Education and the Southern Association of Schools and Colleges. The pupil-teacher ratio fulfills the standards proposed by the accrediting agencies. The buildings met accreditment standards mainly as the result of funds from the Henderson Education Fund. A new three-quarter million dollar junior high school has been constructed with these funds.

III PROGRAM OUTCOMES

Results of Teacher Interviews

Five teachers and one Central Office staff member of the Special Education Program were asked questions pertaining to the operation of the program. The results were grouped according to the question asked.

Satisfying Aspects of the Program

a. A sufficiency of supplies and materials were available.

b. Communication among teachers, administrators, parents, and Central Office has improved over the three years.

c. Students in the program seem to be happier than they were the first year.

d. Attitudes of the students have improved.

e. Parents visited the program to a greater degree during the third year.

f. Students have had a positive effect upon their parents.

g. The community has an improved attitude toward Special Education. One civic organization has offered to serve as aides to the program.

Weaknesses of the Program

During the concluding year of the program, there were no outstanding weaknesses.

The minor weaknesses were as follows: Parents need to be involved to a greater degree, a nurse needs to be employed part-time to work with Special Education students, and more time could be used by the teachers for home visitation.

Driver Education

The driver education program has been in operation almost three years during which time it has been very successful as described by one of the teachers.

This is one of the best programs that could have started for retarded students. We know they will learn to drive, but this program will help them become safe drivers. A driver must safeguard his driving privilege by practicing safe driving habits.

This year marks the third year of this program. I am proud to say that we have had two successful years. I had seven students in my first class the first year that I taught driver education. I taught the entire class the theory, however, seven were of age to try for their driver license. During that time four out of seven received their drivers license and two received their learner's permit. The other student was carried over to the next school term. The second year I had eleven students in my driver education class. Three students received their license, five students received their learner's and the other three dropped from the course. This year I have eight students in my driver education class. One student has received his drivers license and two students have received their learner's permit. We are getting another group ready to try for their permits next week.

Driver education for the retarded child means something to him or her. Driver education gives the child means of recognition, sense of competing with his peers and a sense of contributing to something or someone.

I would like to say that I have enjoyed working with my group for the past two and a half years. This has been a challenge as well as a learning experience for me. I have learned a great deal from my students, workshops, and also local people that I have consulted.

I hope the program continues because it is an incentive for the boys and girls under Mrs. Byrd and my supervision.

I asked the students how they like changing from one car to another. These are the exact words that were spoken:

1. "I liked the first car because it was a Buick and because of power brakes and steering."
2. "The smoothness of the second car over the first, there is more room in the second car."
3. "I like the idea of changing cars so you can get the feel of a different car."
4. "I liked the color of the first car."

Retention of Students in the Program

As shown in Chart 3, absences among the students have been drastically reduced. A growing number of students in the program are not absent now as a result of their needs being met while in school.

Chart 3

Absences of Students Who Have Been In The Program Two or More Years

Primary			Intermediate		
Student	1970-71	1971-72	Student	1970-71	1971-72
A	44	8	A	62	30
B	30	22	B	62	17
C	29	17	C	55	31
D	17	10	D	39	13
E	16	0	E	31	2
F	14	2	F	26	2
G	11	17	G	22	15
H	7	10	H	21	6
I	7	6	I	20	11
J	7	5	J	13	3
K	2	0	K	12	2
L	2	1	L	11	1
M	2	0	M	10	2
N	0	0	N	9	5
			O	7	4
			P	7	2
			Q	6	7
			R	6	0
			S	5	2
			T	5	1
			U	5	1
			V	3	5
			W	3	1
			X	3	0
			Y	2	1
			Z	2	1
			A	1	1
			B	0	0

Junior			Senior		
Student	1970-71	1971-72	Student	1970-71	1971-72
A	64	12	A	16	0
B	35	34	B	13	0
C	24	32	C	10	4
D	19	14	D	9	0
E	15	10	E	8	1
F	13	24	F	5	0

(chart continued)

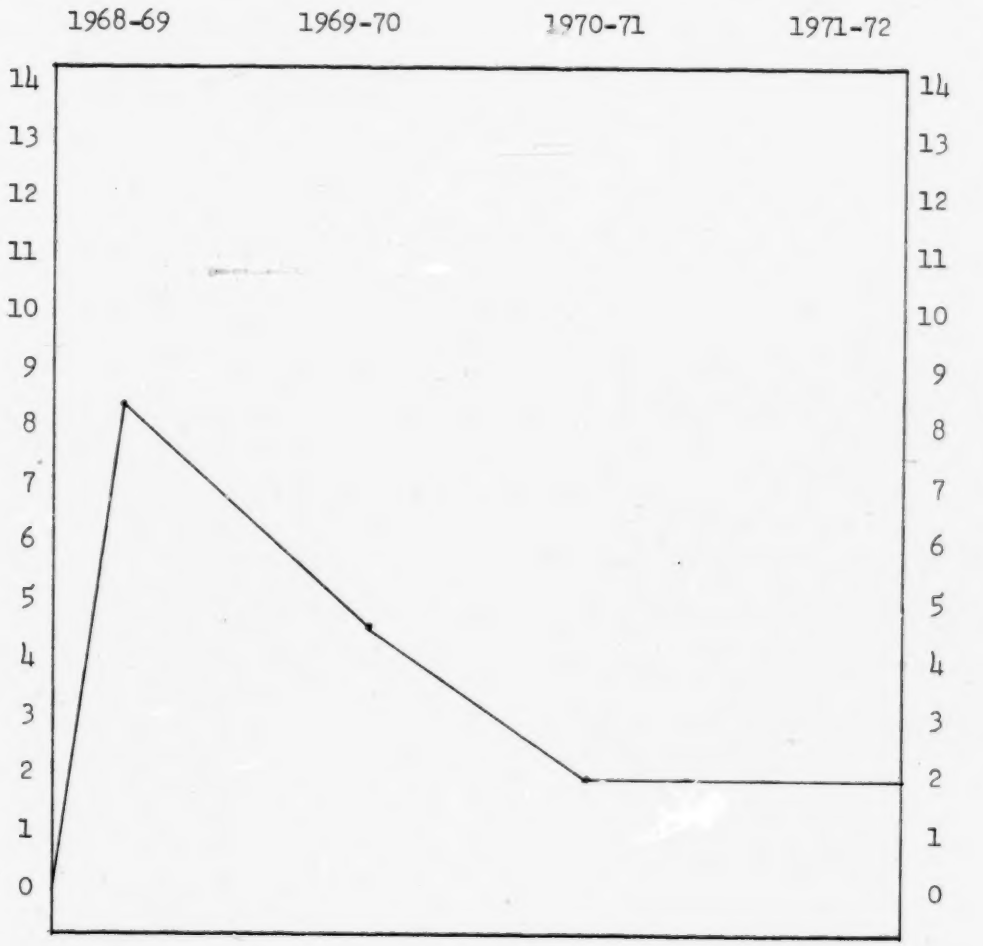
Chart 3 (con't.)

Junior			Senior		
Student	1970-71	1971-72	Student	1970-71	1971-72
G	12	19	G	5	0
H	7	8	H	4	0
I	7	1	I	3	5
J	4	0	J	3	0
K	3	6	K	3	0
L	3	0	L	2	0
M	1	0	M	2	0
N	0	4	N	2	0
O	0	2	O	1	1
P	0	0	P	1	0
Q	0	0	Q	1	0
R	0	0	R	1	0
			S	1	0
			T	0	6
			U	0	1
			V	0	1
			W	0	0
			X	0	0
			Y	0	0

The number of drop-outs from September, 1968 to January, 1971 are shown in Chart 4. During the 1968-69 school year, the number of drop-outs was eight; during the year 1969-70 the number dropped to four. The number dropped to two in 1970-71, and was the same in 1972.

Chart 4

Drop-out Rate for Students Over
the Three-Year Period



Selected Case Study

Through a case study, an effort was made to show the progress of a typical student.

I. Identifying Data

Name: Student A
Age: 13 years old
Sex: Male
Date of Birth: March 20, 1959
Place of Birth: Troy, Alabama

II. Appearance

Student A has been in Special Education for three years. When he walked into the room the first day, the odor was very offensive. His body (hair, scalp, ears, nose, teeth, gums and finger nails) was so dirty until one wondered if he would ever come to a realization of body hygiene. His teeth and gums were in such a condition that when he came near you one would almost regurgitate because of the mouth odor. His clothes were stiff with dirt. They looked as if they had been slept in and then worn to school. Student A wet the bed and this caused his clothes to have such an obnoxious odor it was almost unbearable.

During the school year we always study the eight existing problems. The one that is needed the most in my opinion is "Body Care and Good Grooming." This is always my first core program in September because the pupils need to become aware of the importance of keeping their bodies healthy through good hygiene.

Good personal grooming through wearing clean under and top

clothes is also stressed. We always stress the fact that it does not matter what price of garments we wear, but the important aspect is that they be clean and pressed.

The proper way to bathe and the use of deodorant is also taught. The correct way to clean the entire body is stressed throughout the unit and the year.

The importance of eating breakfast, as well as dinner and supper, was discussed at length. Another important phase of good hygiene is drinking plenty of milk, water, and getting enough sleep.

One of the major emphasis was placed upon taking care of the teeth and gums. It was suggested that a salt and soda mixture be used and also to rub the gums daily. This would result in good healthy gums. Brushing the teeth in the correct manner was demonstrated.

III. Physical Health

Student A's grandmother said that he had a lick on his head when he was about three years of age. According to her, she began seeing both a physical and behavioral change. She informed us that he had been examined by a medical doctor. The grandmother said that the medical doctor said that the spells (temper tantrums, hypertension, fighting, and cursing) were caused by the lick. A consultation with the physician proved that the grandmother had misinterpreted his diagnosis.

Student A did not eat breakfast. He was listless and it seemed that his energy was gone in less than an hour after school began.

It was quite evident that he was a very hyperactive and emotionally upset boy. The Special Education Director, principal, and teacher began immediately to seek help from a medical doctor and psychiatrist. The doctor's examination found that he was undernourished and also very nervous. An appointment with the psychiatrist could not be arranged until late November. He was placed on medication for nerves. He visited the psychiatrist three times.

IV. Family History

Student A has eight brothers and sisters. All the children are illegitimate and have different fathers except his twin brothers. Most of the children have been given to Pensions and Security for adoption. Student A's mother lives about twelve miles from him, but only sees her son about once a year.

His father is an only child. At the age of three days, Student A's mother informed the paternal grandmother that if she did not take the baby, she would turn him over to Pensions and Security for adoption. The grandmother took Student A and reared him. The father works in another state when he is able. He has been ill since his termination from the army. He visits as often as possible.

The grandmother is in her sixties. She can barely write her name. She works as a maid and receives a very small compensation for her services. Student A stays with a neighbor until his grandmother returns home.

Student A lives with his grandmother in a small two room

house. It contains a bedroom and kitchen. The grandmother sleeps on the bed. The house is neat and clean. Student A cleans the house since he learned how to clean in the special class.

V. Educational History

Student A has had a complete record of failures. He repeated the second grade but was socially promoted until he reached the third grade. The teacher in the third grade suggested a psychological test for Student A. The test showed that he was in the lower educable mentally retarded range. He was placed in the Special Education Program in September.

The first year and part of the second year was spent in conditioning him to the class. The last semester of the second year was the beginning of Student A's readiness period. When he returned in September of this year he had regressed. Of course, this meant that he must again go through a readiness period. In January Student A began recognizing words. He is now reading on pre-primer level and is doing first grade number work and is quite interested in the core program.

VI. Social History

All his former teachers revealed that he was unruly, started fights, used obscene language, and kept his classroom in a turmoil. The Grandmother always felt that he was never in the wrong. One particular time she was called to come and get the student. She came with a razor. She was going to kill the person that called her to get Student A. She said that everyone mistreated him.

The person who had called was not in the building. She got control of herself and left the school without an incident. Student A was very destructive and would destroy anything he could get his hands on.

Student A's mind was set on killing people when he came into the program. He would become angry without a reason. He acted like a maniac. One of the most traumatic experiences for the teacher happened on the playground. All of a sudden he became violently angry with a youngster who was wearing arm and leg braces. Student A had a piece of glass which he had gotten from a small coca cola bottle. It was the length of the bottle and came to a sharp point at either end. He had the glass at the youngster's throat before anyone saw it. He was saying, "I'm going to kill you, I'm going to kill you." The teacher approached Student A and said, "I am your friend, I love you, please give me the glass." All this time she was working her way between the piece of glass and the other youngster. The glass then was at the teacher's throat. The teacher kept repeating, "I love you, I am your friend, I want to help you." This statement was continually repeated for at least five minutes. At last the student handed the piece of glass to the teacher.

VIII. Summary

A health chart is made at the beginning of school and kept throughout the year. The student in charge of the activities for the day checks the pupil to see if they have met the requirements mentioned for a reward. Each day Student A tried very hard to meet

these requirements.

Student A was motivated, at first, through the demonstration and use of good health habits. He had to be reminded, but soon remembered himself to rub the gums and brush the teeth. Each day at recess he was given chocolate milk and it was not long until he began gaining weight. Today, Student A is a fine specimen of health.

Student A is still taking the medication prescribed by the psychiatrist. Occasionally he forgets the medication and has to be reminded that this is a good hygiene habit.

Numerous conferences were held with the grandmother and soon the grandmother admitted that Student A was spoiled and had always had his way. The teacher expressed her deep concern for the grandson. She informed the grandmother what she expected from her and Student A. The grandmother has cooperated in every way. She carries him quite often to the shopping centers.

Student A is now the most immaculate looking youngster in the teacher's room. His grandmother has helped in both his personal hygiene habits and grooming. She recognized that this would help Student A to accept himself, as well as being accepted by others. The teacher discussed at length with the student that he could dress well without wearing expensive clothes.

The student is now a completely changed boy in every respect. Instead of fighting, being destructive, using obscene language, he wants to help others to become as he, a model citizen.

His grandmother's attitude has completely changed. She

sees the grandson as a boy who does not need protection from her, but to let him know that she too demands respect. She often calls the teacher and says, "If he ever gives you any trouble just let me know and I'll get him and also take his privileges away."

This is truly an example of what can be done with a mentally retarded child who through his abnormal behavior was simply crying for help. He always comes to the teacher at the end of the day to express his love and always leaves a little kiss on the teacher's cheek. What more could a teacher want than the love and respect of a mentally, emotionally disturbed student.

Employer Reactions

Employers of students in the Troy Special Education Program were asked to rate the students on a rating scale as shown in Chart 5.

Chart 5
Student Rating by Employers
N = 24

Student Trait	Good	Average	Poor
Quality of work performed by students	17	7	0
Comparing work of students with other students	17	7	0
On the job behavior - feels sure of him/herself	17	5	2
Gets along well with others	15	8	1
Follows instructions	16	7	1
Shares work willingly	13	10	1
Is cooperative	14	9	1
Is usually on time for work	18	5	1
Usually agreeable	15	8	1
Does not have to be urged to get a job done	9	14	1

Social Progress of Troy Special Education Students

Chart 6 shows the social progress of the students in Troy's Special Education Project including those students on the primary, junior, and senior high levels. The progress report is a compilation of several reports on all students enrolled in the Special Education Program. Of the various instruments used during the evaluation, this form probably reflects the greatest breadth and depth of student improvement. From inspection of the table it is apparent that, on the average, some change did occur in each instance.

Chart 6
Social Progress of Troy Special Education Students
According to Teacher Rating

Criteria Rated N - 122	Primary				Junior				Senior			
	Beg. of year		End of year		Beg. of year		End of year		Beg. of year		End of year	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Mingles freely	37	20	55	4	25	6	28	3	25	3	26	2
Sure of himself	26	31	41	18	17	14	21	10	18	10	17	11
Sense of humor	39	18	54	5	30	1	30	1	25	3	24	4
Personal pride	44	13	56	3	30	1	28	3	25	3	25	3
Insight into limitations	36	21	53	6	17	14	8	13	16	12	17	11
Care for possessions	47	10	57	2	30	1	28	3	25	3	26	2
Accepts criticism	42	15	52	7	23	8	24	7	20	8	20	8
Seldom speaks	20	37	16	43	10	21	7	24	20	8	19	9
Fairness with others	43	14	55	4	26	5	27	4	26	2	26	2
Helpful to group	28	29	47	12	24	7	26	5	27	1	23	5
Companionship with others	30	27	42	17	22	9	25	6	21	7	18	10
Share of attention	27	30	36	23	19	12	27	4	21	7	20	8
Leadership	26	31	40	19	10	21	13	18	25	3	24	4
Cooperative	43	14	55	4	26	5	24	7	27	1	26	2

Chart 6 (con't.)

Criteria Rated N-122	Primary				Junior				Senior			
	Beg. of year		End of year		Beg. of year		End of year		Beg. of year		End of year	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Willing follower	45	12	55	4	29	2	28	3	28	0	26	2
Sportsmanship	43	14	52	7	28	3	28	3	22	6	21	7
Sullen and resentful	16	41	15	44	7	24	7	24	10	18	14	14
Group possessions	48	9	52	7	28	3	30	1	28	0	26	2
Agreeable	46	11	58	1	28	3	27	4	27	1	26	2
Part of school	41	16	52	7	23	8	26	5	27	1	25	3
Follows suggestions	44	13	57	2	25	6	26	5	27	1	26	2
Seems happy	42	15	51	8	28	3	28	3	26	2	23	5
Easily discouraged	25	32	18	41	11	20	7	24	4	24	6	22
Causes trouble	13	44	10	49	5	26	5	26	1	27	1	27
Too agressive	6	51	6	53	1	30	0	31	1	27	2	26
Attendance	6	51	6	53	5	26	6	25	6	22	5	23
Use of free time	41	16	54	5	25	6	27	4	26	2	22	6
Stands up for himself	48	9	58	1	28	3	29	2	25	3	26	2

IV JUDGMENTS OF WORTH

Value of Outcomes

The positive outcomes of the project gave the teachers and staff a sense of direction not otherwise possible. Feedback and reinforcement was available to the teachers in a motivating, self-satisfying manner.

Community leaders, by studying the report, were assured that the project director, project staff, school system leaders and teachers have been conscientious in fulfilling the objectives of the project.

State Department of Education personnel may relate the outcomes to the objectives of this project and to other projects. The outcomes may also aid them in the total evaluation of Title III, E.S.E.A. structure within the state.

Relevance of the Objectives

Objectives in the Troy Special Education Project were implemented to a high degree. As shown in the data, the drop-out rate among the students was lowered, the student's attitudes improved and the needs of the students were met to a degree not possible three years ago.

Using the program objectives as a guide, the teachers and staff implemented a program which accommodated the problems of the

Special Education student. By using materials provided under this program along with the proper teaching skills and techniques, the teachers aided the students to advance in a sequential manner from one step to another. As the teachers grew in knowledge and skill through formal courses and inservice training, the student was the ultimate benefactor.

Usefulness of the Information Gathered

Materials and data gathered during this project may be used by the school system as instruments for improvement. We take pride in the strengths of the project, but it is the weaknesses upon which we must concentrate in future projects; however, we should attempt to improve upon the strengths.

Other school systems may benefit from the information by using that which is applicable to their situations. Also, other project personnel may use this project with which to compare their own for evaluative purposes and results.

APPENDICES

APPENDIX A

Curriculum Guides were sent to the following people during the school year 1971-72:

Miss S. Powell, Dadeville High School, Dadeville, Alabama
Mrs. Oliver, Union Springs, Alabama
Mrs. Bob Goss, Union Springs, Alabama
Mrs. Marcell Edwards, Jackson County, Scottsboro, Alabama
Mr. E. V. Newman, Guntersville City Schools, Guntersville, Alabama
Mrs. Ann Hauss, Webb Jr. High, Webb, Alabama
Mr. Jim McCurley, Rehabilitation, Andalusia, Alabama
Mrs. Mary Bennett, Guntersville, Alabama
Mrs. Catherine Duncan, Guntersville, Alabama
Mrs. Renee Guthrie, Elba High School, Elba, Alabama
Mrs. Joan Beard, Luverne Schools, Luverne, Alabama
Mrs. Hardy Medders, Centreville, Alabama
Mr. Tom Maynor, Tuscaloosa, Alabama
Donna Carol Hipp, Tuscaloosa, Alabama
Henry E. Teller, Jr., Tuscaloosa, Alabama
Mrs. Tracey Heskett, Tuscaloosa, Alabama
Mrs. Robert A. Maples, Tuscaloosa, Alabama
Mrs. Cleopatra Williams, Evergreen High School, Evergreen, Alabama
Mr. Robert Ricci, Coordinator, Innovative Programs, Department of Education, Providence, R. I.
Mr. Richard Metteer, Elementary Principal, Director, E.S.E.A. Title III Project, Wayne-Carroll Elm. School, Wayne, Nebraska 68787
James A. Poteet, Ph. D., Director, Diagnostic Teaching Center, 725 No. New Jersey Street, Indianapolis, Indiana 46202
Mrs. Paul E. Johnson, Guntersville, Alabama
Martha Johnson, Sylacauga, Alabama
Mrs. Edward Scruggs, Guntersville, Alabama
Miss Vicki Satterfield, Auburn University, Auburn, Alabama
Mrs. Mary Grant, Troy, Alabama
Mrs. Catherine Duncan, Guntersville, Alabama
Mrs. Linda Reeves, Marshall County
Special Education Library, University of Alabama, University, Alabama
Mrs. Martha White, Abbeville, Alabama
Sylvia Kiser, University of Alabama, University, Alabama
Judy Austin, Caribou, Maine

APPENDIX B

EMPLOYERS RATING SHEET

Your cooperation with the teachers and Central Office in evaluating the progress of _____ (Student's name) will help us better prepare students for the work-study program.

Rating Chart

3	2	1
Good	Average	Poor

Using the numbers from the above rating chart:

_____ 1. Rate the quality of work being done by this student.

_____ 2. Compare the work of this student with that of other student workers.

3. Student's on the job behavior

_____ a. Feels sure of him/herself.

_____ b. Gets along well with other workers.

_____ c. Follows instruction.

_____ d. Shares work willingly.

_____ e. Is cooperative.

_____ f. Is usually on time for work.

_____ g. Usually is agreeable.

_____ h. Does not have to be urged to get a job done.

4. Would you consider employing this or another student from the Troy City Special Education Program?

_____ Yes _____ No

APPENDIX C

PROGRESS REPORT

Social Progress

A. Child's behavior in the group and the reaction of the group toward the child.

		Yes	No
1.	Mingles freely with others		
2.	Feels sure of himself		
3.	Has a sense of humor		
4.	Feels personal pride		
5.	Has some insight into his capabilities and limitations		
6.	Takes care of his own possessions		
7.	Accepts friendly criticism constructively		
8.	Seldom speaks		
9.	Is fair in judging the work and play of others		
10.	Is helpful to the group; shares willingly		
11.	Enjoys companionship of both sexes		
12.	Seeks only his share of attention		
13.	Enjoys leadership		
14.	Is cooperative		
15.	Is a willing follower when the occasion demands		
16.	Shows good sportsmanship		
17.	Is sullen and resentful of authority		
18.	Takes care of group possessions		
19.	Usually is agreeable		
20.	Feels himself a part of the school		
21.	Lends himself to suggestions		
22.	Seems happy		
23.	Is easily discouraged		
24.	Causes trouble		
25.	Is too agressive		
26.	Attendance problem		
27.	Busies himself constructively in free time		
28.	Stands up for himself		

APPENDIX D

INTERVIEW FORMAT FOR STAFF
MEMBERS IN SPECIAL EDUCATION PROGRAM

1. What has been the most satisfying aspect of the Special Education Program thus far?

_____

_____

Why do you think this is so?_____

_____

2. What can the Central Office Staff do to improve the program?

_____

What can teachers in the program do to improve it over what it is now?_____

_____

3. Is there a sufficiency of materials to fulfill the objectives of the project?_____

If not, what can be added?_____

4. What is your general impression of the program thus far?

Comments

Positive	Negative
_____	_____
_____	_____

5. If you were going to initiate a program of this nature, what changes would you make? _____

_____

APPENDIX E

Inservice Education
1969-70

August 25, 1969	Curriculum Guidelines Dr. Tommy Russell, Consultant
August 26, 1969	Framework for each Individual Area of Instruction 1. Primary 2. Intermediate 3. Junior High 4. Senior High Dr. Tommy Russell, Consultant
September 26, 1969	Inventory of Special Education Children Dr. Tommy Russell, Consultant
October 31, 1969	Visit to Panama City, Florida Special Education Program
December 5, 1969	Writing Curriculum Dr. Tommy Russell, Consultant
February 3, 1970	Writing Curriculum Dr. Tommy Russell, Consultant
March 6, 1970	Writing Curriculum Dr. Tommy Russell, Consultant
April 20, 1970	Writing Curriculum Dr. Tommy Russell, Consultant
May 7, 1970	Writing Curriculum Dr. Tommy Russell, Consultant
May 8, 1970	Evaluation of Year's Work and Plans for 1970-71 Dr. Tommy Russell, Consultant

APPENDIX F

Inservice Education
1970-71

September 11, 1970	Materials of Instruction for Mentally Retarded Dr. Tommy Russell, Consultant
November 20, 1970	Arts and Crafts for Mentally Retarded Mrs. Daisy Styles, Consultant
January 15, 1971	Individual Groups: Primary, Intermediate, Junior High, Senior High, Shop, Home Ec. Dr. Tommy Russell and Graduate Students from the University of Alabama
April 9, 1971	Functional Teaching of Reading to Retarded Children Mrs. Eliene Russell, Consultant
May 7, 1971	Evaluation of Year's Work and Plans for 1971-72 Dr. Tommy Russell, Consultant

APPENDIX G

Inservice Education
1971-72

August 30, 1971	Selling Your Program Dr. Tommy Russell, Consultant
August 31, 1971	Home Visits Special Education Teachers
November 19, 1971	Functional Teaching of Numbers to Retarded Children Dr. Tommy Russell, Consultant
February 9, 1972	Effective Scheduling for Retarded Children Dr. Tommy Russell, Consultant Each area working in groups, Graduate Students from University of Alabama Consultants
April 5, 1972	Physical Education for the Retarded Child Dr. Rudy Argenti
May 12, 1972	Evaluation and Dissemination of Project Dr. Tommy Russell, Consultant

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA 35486

COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION

P.O. BOX 2592

February 14, 1972

Dr. John Shelton, Superintendent
Board of Education
Troy City Schools
Troy, Alabama 36081

Dear Dr. Shelton:

This letter will acknowledge my review of the Troy City Schools Special Education Title III Project. I am very proud to have been a part of this total three year program and I want to commend you for having the foresight in making this program available. If for no other reason alone, the publication of a Curriculum Guide for your special education teachers and seeing them use this guide makes the program worth all the effort.

The Project would not have been successful without the very able direction of your Coordinator of Special Education, Mrs. Virginia Greer. Mrs. Greer has planned well in terms of over-all budget and I feel has utilized the funds appropriated with discretion. The knowledge and expertise that has been exhibited by Mrs. Greer is well aligned with the State Exceptional Child Program. As we seek to implement mandatory legislation it becomes critical that the manpower necessary to effectuate quality programming be available. The Troy Title III Project has sought out and employed quality personnel for their Special Education Program.

Lastly, I'd like to commend you for the way you have sought the cooperation of other agencies in your area, the way each has cooperated with the other is certainly exemplary. I certainly feel this cooperation has added much strength to your total special education program.

Again, I appreciated very much the opportunity to be a part of the total Project and helping the Troy Special Education program obtain the original goals established. I firmly believe that your Project has adequately and accurately reflected what School Systems can do for children with handicapped conditions when given the opportunity.

Cordially yours,

Tommy Russell

Tommy Russell, Assistant Chairman

TR/ahb

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
VOCATIONAL REHABILITATION SERVICE
P. O. DRAWER 698
ROSS CLARK TRAFFIC CIRCLE, EAST
DOTHAN, ALABAMA 36301
TELEPHONE 792-0022

March 14, 1972

Dr. John A. Shelton, Superintendent
Troy City Board of Education
223 Segars Street
Troy, Alabama 36081

Dear Dr. Shelton:

I would like to commend you and your faculty for being involved in the Cooperative Program of Exceptional Children in the Oakland Heights Middle School and Charles Henderson High School.

I feel that your sequential curriculum provides the students with the pre-vocational and vocational skills necessary for job training or placement after completing their requirements in your Cooperative Program.

The students from the Vocational Rehabilitation and Special Education Cooperative Program are more readily employed than students in other programs similar to yours that I am affiliated with.

Looking forward to continuing working with your excellent program in the Troy City School System.

Sincerely,

Robert A. Conaway

Robert A. Conaway, Counselor
Vocational Rehabilitation Service

RAC:jm